

## Inquiring Minds

### Lesson Preparation

Daily Lesson 20	READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	E1.Fig19B	E1.5A,B,C,D E1.7A E1.15Ci	E1.23A,B,C,D,E E1.25A	E1.17C
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres.</li> </ul> <p>—Why is it important to make connections to what we read?</p>		<ul style="list-style-type: none"> <li>Speaking and listening are fundamental processes used to express, explore, and learn about ideas.</li> </ul> <p>—How does the effectiveness of a speaker influence his or her message?</p>	
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Reflection</li> </ul>		<ul style="list-style-type: none"> <li>Presentation</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>Independent reading text (1 per student)</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Writer's Notebook (1 per student)</li> <li>Completed research reports (1 per student)</li> <li>Chart paper (if applicable)</li> </ul>	
<b>Attachments and Resources</b>				
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Determine prompts for final reflections for the fictional texts.</li> </ol>		<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Determine expectations for small group presentations.</li> </ol>	
<b>Background Information</b>	This Instructional Routine partially assesses Performance Indicator: <i>"Write multiple reflections that include personal and world connections, thoughts, and responses to teacher-assigned and/or self-selected fictional text."</i>		This Instructional Routine completes Performance Indicator: <i>"Refer to a teacher-provided rubric or checklist to write and refine a documented report that analyzes multiple perspectives on a social or cultural issue and clearly states a point a view. In a small group, present report."</i>	
<b>Teacher Notes</b>			This Instructional Routine may take more than one day to complete. Plan accordingly.	

## Instructional Routines

Daily Lesson 20	READING	WRITING
<b>Duration and Objective</b>	<p>Suggested Duration: 25-30 min.</p> <p><u>Content Objective:</u> Students complete a final reflection for a self-selected or teacher-assigned fictional text.</p>	<p>Suggested Duration: 25-30 min.</p> <p><u>Content Objective:</u> Students present research reports on a cultural or social issue using conventions of spoken language.</p>
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Allow time for final discussions of fictional texts.</li> <li>2. Display and discuss topic(s) for final reflections.</li> </ol>	<ol style="list-style-type: none"> <li>1. Share expectations for small group presentations. Clarify as needed.</li> <li>2. Allow time for students to review their reports prior to presenting them in their small groups.</li> </ol>
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. In the Reader's Notebook, students write a final reflection for their fictional text.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students present their research reports in small groups.</li> <li>2. Observe presentations for assessment purposes.</li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Ask: <b>Why is it important to make connections to what we read?</b> Discuss responses.</li> <li>2. Collect Reader's Notebooks to assess the Performance Indicator.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask: <b>How does the effectiveness of a speaker influence his or her message?</b> Discuss responses.</li> <li>2. Collect completed research reports to assess the Performance Indicator.</li> </ol>